

New Americans, New Needs:

***A Resource Guide on How Educators and
Health Care Providers Can Help Immigrants
and Refugees Better Utilize the U.S. Health
Care and Education Systems***

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Resource Center
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THE NATIONAL HEALTH & EDUCATION CONSORTIUM
An Initiative of the Institute for Educational Leadership

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Foreword

National Health & Education Consortium



The Honorable Lawton Chiles
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Dear Reader:

The National Health & Education Consortium (NHEC) was established in 1990 to serve as a bridge between the health and education communities. Today over 58 of the nation's leading professional membership associations — representing some 12 million practitioners across the country — are members of the Consortium. NHEC members contend that children must be healthy in order to learn and that we must all be educated to remain healthy for a lifetime.

As we look at the emerging issues facing the country, no single factor seems poised to have a more significant impact on children's health and education status in the coming century than the changing demographics of the United States. Demographers predict that early in the 21st century the U.S. will truly become a nation of nations; each of these nationalities will bring a plethora of divergent cultural, familial and traditional strengths.

Yet, the reality of today's new wave of immigration is that children are coming to the U.S. who have never had preventive health care; in addition, often no member of the family has been privileged enough to attend school. The concept of a system of health care or education is unknown to many of the immigrants and refugees who now call America home. With no frame of reference, far too many new Americans are finding it difficult to negotiate, understand and participate in the U.S. health care and education systems.

It was this recognition that led the National Health & Education Consortium to produce *New Americans, New Needs: A Resource Guide on How Educators and Health Care Providers Can Help Immigrants and Refugees Better Utilize the U.S. Health Care and Education Systems*. *New Americans, New Needs* contains a brief examination of how U.S. demographics are changing and, more importantly, it includes listings of resources (print and organizational) available to assist educators and health providers in facilitating the acculturation process of new immigrants. We hope that the resource book will help two cornerstones of success in America — good education and good health — become realities for our newest citizens. If we work together, educators and health care professionals can help our traditional systems meet the new needs brought by new Americans.

Tamara Lucas Copeland

Tamara Lucas Copeland
Director

Abstract

Recognizing that health status and educational attainment have an unparalleled impact on one's ability to succeed in U.S. society, this resource guide has been prepared to provide the education and health communities with a basic understanding of the changing demographics of the U.S. and to assist professionals seeking information on how to better understand and serve the needs of "new immigrant" children and families. For the growing number of immigrants and refugees entering this country, understanding and appropriate utilization of preventive health care and of our nation's education system is influenced heavily by their native experience with these services.

This guide does not reflect an exhaustive search of the literature nor of the organizations that are assisting these populations. It is designed to be a sampling of existing resources.

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Who Are the “New Immigrants?”

“The cultural adjustment is constant, and there is no one system or method kids can use to adjust....They have to learn about things like body language; in some countries it may be considered disrespectful to look someone in the eye, but here you may be seen as an easy target if you don’t answer back and communicate your feelings.” Enrique Watson, a vice principal at Lincoln Middle School in Washington, D.C.

“Teaching America’s Newcomers”

The Washington Post, April 2, 1995

... assumptions that treat immigrant children as a homogeneous group are far from accurate; immigrant children’s educational needs and outcomes differ considerably depending on their socioeconomic status, levels of English proficiency, cultural background, and experiences in their country of origin.

“Immigrant Children and Their Families: Issues for Research and Policy”

The Future of Children, Summer/Fall 1995

Access to regular and comprehensive health care is an important component of effective newcomer resettlement ... communication problems, either linguistic or cultural, between health care provider and patient may significantly compromise the quality of health care received and the efficacy of treatment.

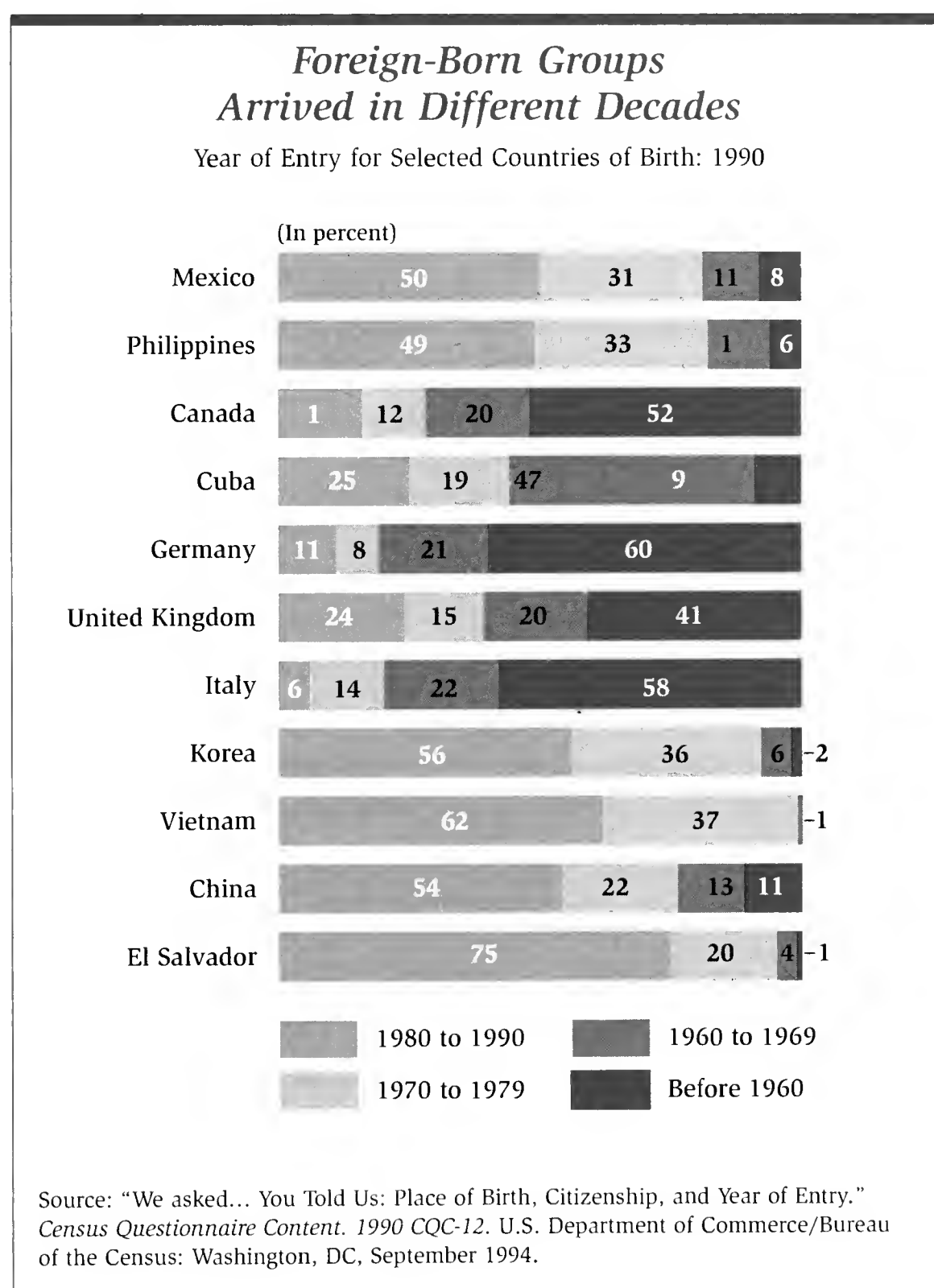
America’s Newcomers: An Immigrant Policy Handbook
National Conference of State Legislatures, 1994



As the United States moves into the 21st century, the composition of the nation will change perhaps as dramatically as it ever has. In fact, demographers are predicting that by the year 2050, one-half of all U.S. citizens will be a “minority.”

Those who hope to understand the effects of these new demographics on the education and health care systems must first understand that in the next century immigration will have an almost unprecedented impact on all aspects of society, perhaps becoming the most important factor affecting change in the nation. This influence will be due to two converging trend lines: the nature of today’s immigrant population and birthrate trends among current citizens.

A Vietnamese-born child is told by her teacher that her homework was incorrectly done; the girl breaks into a wide grin. The teacher interprets this as disrespectful, when in actuality, the child was indicating through the smile, “I’m really sorry! I’ll never do it again.” She was sending the right signal but in the wrong code which the teacher didn’t understand.²





The elementary school calls the parents of Alix, a third grade Haitian student. The school tells the parents that Alix has pink eye, that it must be treated, and that he cannot return to school for three days. The parents not knowing what pink eye is but understanding that they must treat it during the three days he is not allowed at school, treat the apparent illness the way they customarily treat illnesses — they use a home remedy. In three days, Alix returns to school. His parents are relieved that his pink eye has been treated and that he won't miss any more school. The school personnel are appalled that his parents did nothing to treat the pink eye and that they sent him back to school with the highly infectious illness.

Today's immigrant populations are coming from countries that are markedly different from both the U.S. and each other, especially in comparison with those countries represented by immigrants entering the U.S. between 1820 - 1945. As a result, the "new immigrant" population is increasingly diverse. Countries of origin during the nation's first great waves of immigration, between 1820 and 1945, were predominately European. The greatest number of immigrants during that time period came from Germany, Italy, Ireland, the U.K., U.S.S.R., Canada, and Sweden. The "new immigrants," in contrast, come from nations such as Mexico, Korea, India, the Dominican Republic, Haiti, Canada, the Philippines, China/Taiwan, Cuba, Jamaica, Vietnam, and Iran. The DC-based Center for Demographic Policy has gone so far as to state that instead of being a nation of Europeans, the U.S. is fast becoming the first *world nation*; virtually every country now has some residents in the U.S.

Not only are today's "new immigrants" coming from nations that are very different from their European predecessors, but new immigrant nationalities are dramatically different from one another as well — a factor that has far more importance for today's immigrants than it did for immigrating Europeans in the 19th and early 20th century. Past immigrations came from a limited number of countries realitively similar both to each other and to the United States. However, recently the U.S. has drawn in one year from the diversity of 63 different cultures from various regions of world. Many of these countries are war-torn and have third world health, education and social conditions. Specific cultural traditions and experiences of "new immigrants" affect their ability to access health care in a variety of ways. Frequently "new immigrants" are unaccustomed to Western medical practices and may be unfamiliar, for example, with basic germ theory. They may also be more comfortable with alternative remedies and treatments — e.g., herbal medication, spiritual healing, etc. — than with Western treatment procedures — e.g., injections.

The level of new immigrant diversity brings challenges as well as strengths. Many immigrant children arrive in poor health resulting from environmental conditions and inadequate medical care in their native countries. Others develop health problems *en route* to the U.S. or while living in overcrowded resettlement camps with inadequate sanitation facilities. An influx of unhealthy children will impact the U.S.



health care system greatly as will the fact that their parents have little health knowledge and few experiences with a comprehensive health care system themselves. In addition to facing these challenges, “new immigrants” face difficulty accessing health care once in the U.S. Many variables, such as immigration status, income, employment, ethnicity, English language proficiency, and unfamiliarity with the American health care system, influence a “new immigrant’s” capacity to obtain comprehensive health care.

Likewise, the educational conditions of the countries from which the “new immigrants” are coming will dramatically affect the U.S. education system. Many immigrants — and their parents — are having difficulty adjusting to the U.S. education system. Learning styles, in addition to many of the same variables that influence obtaining health care, influence “new immigrants” capacity to succeed in the U.S. education system. Consider the following example: Only a small minority of Haitians are educated beyond primary school; in 1988, only 9% of those enrolled in primary school in Haiti completed their schooling, and estimates range as high as 75% for the illiteracy rate of the island’s population. While most Haitians have been unable to acquire an education in their country, they value education greatly and have a deep respect for educators. It is this respect that contributes to a cultural disconnect between Haitian parents and American educators once immigrants enter the U.S. education system. In Haiti, parents are not encouraged to participate in their child’s education. Haitian parents believe that educators know what is best for their children. When they come to the U.S. and do not participate in parent-teacher events, however, American educators view this as lack of interest when in fact it is reflective of their respect for educators.

Just as immigration is beginning to exert its influence on U.S. demographic trends, the nation is reacting to simultaneous age and fertility rate changes of the existing population. With fewer children being born among the United State’s traditional populations and more people living longer, the country — as well as its health care and education systems — is naturally focusing on the current fastest growing population, the aging, rather than on children. This shift in focus comes at a time during which the percentage of immigrants that are part of the school aged population is actually growing. The Urban Institute states

Teacher: “The parents never come to school and they don’t teach respect in the home. Why, the children won’t even look me in the eye when I talk to them.”

Latino Parent: “Respect is the most important thing in what I tell my kids. Don’t make trouble, don’t ask questions, and look down when the teachers talk to you.”³



*Raage, a eleven year old
Somalian boy, is having
difficulty in math. His
teacher calls home and
reaches his mother. The
teacher, wanting to talk
to Raage's parents about
his difficulties and how
they can all work
together, pushes Raage's
mother for a conference.
The teacher becomes
frustrated with the
mother's stand-offish
response.*

*Raage's mother is very
concerned about Raage's
performance at school.*

*Education is highly
admired in the Somalian
community and
educators are thought of
as authority figures.*

*Raage's mother's
response is a reaction to
her belief that what
happens at school is the
teacher's responsibility.*

*The teacher's desire to
ask a parent for help is*

(cont. p. 7)

that, "Currently, about half of the nation's population growth can be attributed to immigration and to the children of immigrants. This figure will rise gradually to about 60 percent over the next several decades as immigration continues, but the U.S. population's overall growth rate declines." From 1980-1990 there has been a decline in both white non-hispanic and African-American school-

The Top 25 Languages in the U.S. 1990

Language Used at Home	Population 5 + Years	% Change since 1980
Total Non-English	31,844,979	38.1
Spanish	17,339,172	50.1
French	1,702,176	8.3
German	1,547,099	-3.7
Italian	1,308,648	-19.9
Chinese	1,249,213	97.7
Tagalog	843,251	86.6
Polish	723,483	-12.4
Korean	626,478	127.2
Vietnamese	507,069	149.5
Portuguese	429,860	19.0
Japanese	427,657	25.0
Greek	388,260	-5.4
Arabic	355,150	57.4
Hindi (Urdu)	331,484	155.1
Russian	242,000	38.5
Yiddish	213,064	-33.5
Thai	206,000	131.6
Persian	201,865	84.7
French Creole	187,658	654.1
Armenian	149,694	46.3
Navaho	148,530	20.6
Hungarian	147,902	-17.9
Hebrew	144,292	45.5
Dutch	142,684	-2.6
Mon-Khmer	127,441	676.3

Source: Center for Demographic Policy Newsletter. Washington, DC: The Institute for Educational Leadership, Summer 1993.

aged children while minority populations other than African-American increased.

As professionals strive for an optimum educational and health care environment to address the dramatic demographic changes in the U.S., the attributes that “new immigrants” add to U.S. society must not be overlooked. Davis P. Forsberg, Secretary of the Massachusetts Department of Health & Human Services, states in *America’s Newcomers: An Immigrant Policy Handbook*, “It’s very, very important that we in government, the private sector, the volunteer sector, recognize that newcomers to this country are assets, that we have a cultural diversity that should be held up and celebrated, and that we have an obligation as a government to design policies that foster diversity.”¹ Although it will certainly be complex and challenging, in order to provide the fastest growing segment of the school-aged population with the opportunity to achieve their greatest potential, we *must* understand today’s demographic realities and collaborate across disciplines to address the new implications of immigration.



interpreted by Raage’s mother as weakness and incompetence. In her mind, the Somalian parents’ job is to get their child to school “ready to learn;” the school’s job is then to see to it that the child learns. Raage’s mother is also reacting to the concept of a Somalian son’s difficulties being discussed directly with his mother. Generally, Somalian fathers are responsible for sons and Somalian mothers are responsible for daughters in their preparation for life. Raage’s mother is concerned about telling his father about Raage’s problems in school because of the humiliation the father may feel as a result.

¹ “America’s Newcomers: An Immigrant Policy Handbook.” Ann Morse, Ed. Washington, DC: National Conference of State Legislators. September, 1994.



Jorge's parents are concerned about his recurring ear aches. Jorge is six years old and his family has recently immigrated to the U.S. from Guatemala. Jorge's parents decide they must do something about Jorge's problem so they consult several family members instead of contacting a pediatrician. They take the family's advice without seeking medical advice.

Because of the services or lack of services provided in Latin American countries, Latin American individuals often look to the extended family for support. They rely more often on a web of personal relationships to meet their needs and are unaccustomed to dealing comfortably with service agencies such as health centers.⁴

Organizations



This section is a listing of organizations, national and regional, that have a variety of resources to offer education and health professionals. These organizations can assist health and/or education professionals to better understand various immigrant populations and/or to better understand the relationship between the U.S. education and health systems and new immigrants. This is not intended to be an exhaustive list but rather a starting point.

The ASPIRA Association, Inc.

National Headquarters

1444 I Street, NW

8th Floor

Washington, DC 20005

Phone: (202) 835-3600

Fax: (202) 835-3613

The ASPIRA Association, Inc. is a national nonprofit organization that has served and advocated on behalf of Puerto Rican and Latino youth and their families for over thirty years. Local associates can be contacted through the national headquarters.

ASPIRA's central mission, the development of the Latino community, is advanced by providing over 17,000 youth annually with the emotional, intellectual, and practical resources they need to remain in school and contribute to their community. In addition ASPIRA conducts research and informs policy makers on issues critical to Latinos.

Chinese-Asian Bilingual Education Technical Assistance Center (CABETAC)

Stewart Park High School

350 Grand Street, Room 518

New York, NY 10002

Contact: Ms. Wendy Yang

Phone: (212) 677-0493

Fax: (212) 677-0398

CABETAC provides technical assistance to New York City school districts with Chinese/Asian children of limited English proficiency, and sponsor educational and multicultural activities for educators, staff and families. CABETAC also addresses statewide activities and support or complementing the New York State Education Department activities.

Haitian American Bilingual Education Technical Assistance Center (HABETAC)

School of Education/CUNY

Convent Avenue at 138th Street

R 5/206

New York, New York 10031

Contact: Ms. Myriam Augustin, Director

Phone: (212) 650-6243

Fax: (212) 650-6275

HABETAC provides technical assistance to New York City school districts with Haitian children of limited English proficiency, and sponsors educational activities for educators, staff and parents. HABETAC also addresses statewide activities and support to complement New York State Education Department activities.



Jamaican-American Cultural and Social Services Organization (JACSSO)
205-06 Hillside Avenue
Hollis, New York 11423
Contact: Dr. Helene de Couteau, President
Phone: (718) 723-4339

The Jamaican-American Cultural and Social Services Organization (JACSSO) is a non-profit organization that primarily addresses transitional needs of immigrants from Caribbean countries living in the New York metropolis. In addition to addressing these needs, JACSSO's activities include advocacy work, seminars, parent workshops and cultural counseling.

National Association for the Education of Young Children (NAEYC)
1509 16th Street, NW
Washington, DC 20036-1426
Phone: (202) 232-8777 or 1-800-424-2460
Fax: (202) 328-1846

The National Association for the Education of Young Children (NAEYC) is a professional, nonprofit, membership organization serving early childhood educators. NAEYC offers professional development opportunities to early childhood educators around the linguistic and cultural diversity of the population their membership serves.

National Association for Asian & Pacific American Education (NAAPAE)
1212 Broadway
Suite 400
Oakland, CA 94612
Phone: (510) 834-9455 Fax: (510) 763-1490

NAAPAE is a non-profit organization that promotes the education of Asian and Pacific American students. The association serves as the advocate for issues and concerns regarding the Asian and Pacific American communities in the United States. This organization has five chapter affiliates including one in Canada. NAAPAE is staffed by volunteers and hosts an annual conference at locations around the country and Canada.

National Association for the Education and Advancement of Cambodian, Laotian and Vietnamese Americans (NAFEA)
Cindy Le, President (note: association is not staffed)
c/o Multifunctional Resource Center
Florida Atlantic University
1515 W. Commercial Blvd., #303
Ft. Lauderdale, FL 33309
Phone: (305) 351-4110 Fax (310) 351-4111

It is the mission of NAFEA to promote and support the advancement of Cambodian, Laotian and Vietnamese Americans through education, advocacy, networking and cross-cultural exchange.

Sergi, a Russian boy, and his parents have been informed by their doctor that Sergi needs a tonsillectomy. The parents begin the scheduling process with the doctor's office for the surgery. When it is mentioned that Sergi will go home the same day as his surgery (tonsillectomy is an outpatient procedure), his parents become quite alarmed. In Russia, it is believed that surgery always requires hospital stay in addition to long periods of recuperation.



A Japanese-born youngster was having difficulties when she entered school in the U.S. When she started to go to school, she used to come back every day crying. In her math class, she was doing the math according to the Japanese way. An American student corrected her by saying, "This is not the way." And every time she wrote something, the American boy erased it. Since she could not speak any word of English, she had no way to show her frustration but to cry. The teacher thought that the child was kind of nervous and somewhat strange.⁶

National Coalition of Advocates for Students (NCAS)
100 Boylston Street
Suite 737
Boston, MA 02116
Phone (617) 357-8507

The National Coalition of Advocates for Students (NCAS) is a nation-wide network of 23 experienced child advocacy organizations that work to improve access to quality education for all students, particularly those who are poor, members of racial/linguistic minorities, recently immigrated, and/or physically challenged.

NCAS established the National Center for Immigrant Students in 1990 to stimulate networking and information-sharing, expand advocacy on behalf of foreign-born students, and examine emerging federal, state, and local policy likely to impact upon their school success.

CHIME (Clearinghouse for Immigrant Education) is a service offered by the National Center for Immigrant Students. Which is an interactive clearinghouse and networking service that facilitates access to educational materials, organizations, and individuals concerned with the effective education of immigrant students.

National Coalition of Hispanic Health and Human Services
Organizations(COSSMHO)
1501 Sixteenth Street, NW
Washington, DC 20036
Phone: (202) 387-5000

COSSMHO is the sole organization focusing on the health, mental health, and human services needs of the diverse Hispanic communities. COSSMHO's membership has grown to over 1,100 front-line health and human services providers and organizations serving Hispanic communities.

National Council of La Raza (NCLR)
1111 19th Street, NW
Suite 1000
Washington, DC 20036
Phone: (202) 785-1670

The National Council of La Raza (NCLR) is a private, nonprofit, non-partisan organization established in 1968 to reduce poverty and discrimination and improve life opportunities for Hispanic Americans. Through training seminars and individualized technical assistance, NCLR helps Hispanic groups to assess community needs, develop new programs and raise the money to implement, test and assess model projects, operate and manage programs effectively, and serve as a voice for their communities. Technical assistance staff provide help from NCLR's Washington, D.C. headquarters and field offices in Los Angeles, Phoenix, Chicago, and McAllen, Texas.



Office of Minority Health - Resource Center (OMH-RC)
United States Department of Health and Human Services
P.O. Box 37337
Washington, DC 20013-7337
Phone: 1-800-444-6472 Fax: (301) 589-0884

Publications and database searches on minority health topics are available free from OMH-RC. An OMH-RC information specialist can provide information on funding sources, community programs, and articles related to any specific area of interest. The center's target populations are African Americans, Hispanics/Latinos, American Indians/Alaskan Natives, Asian Americans, and Pacific Islanders. Call (800) 444-6472, Monday - Friday, 9 a.m. to 5 p.m., eastern time.

State and Local Coalition on Immigration
Immigrant Policy Project
444 North Capitol Street, NW
Suite 515

Washington, DC 20001
Contact: Ann Morse, Program Manager
Phone: (202) 624-8697 Fax: (202) 737-1069

The State and Local Coalition on Immigration is a collaboration of five national organizations representing state and local government: American Public Welfare Association, National Association of Counties, National Conference of State Legislatures (where the Coalition is housed), National Governors' Association, and United States Conference of Mayors. The goals of the coalition are to improve intergovernmental coordination and communication among the key state and local officials and other relevant actors in the immigration community, and to enhance the capacity of state and local officials to manage immigrant policy. The Immigrant Policy Project was begun in 1992. The project's goal is to address the role of state and local governments in the resettlement of refugees and immigrants. The project performs research and education, acts as a central source of information for the coalition, and channels information to the coalition's constituencies. The project seeks to document immigration trends, innovative policies and programs, and priorities for state and local government.

In addition, the Coalition has established a multicultural health project. The project will examine barriers faced by the foreign-born to adequate health care, particularly as they relate to immigration status, cultural and linguistic differences, and identify examples of state programs that address these barriers.

The Urban Institute
2100 M Street, NW
Washington, DC 20037
Phone: (202) 857-8840 Fax: (202) 452-1840

The Institute is a nonprofit, nonpartisan policy research organization that investigates the social and economic problems confronting the nation and assesses public and private means to alleviate them. The Institute seeks to sharpen thinking about society's problems and efforts to solve them, improve government decisions and performance, and increase citizen awareness about important public choices. The Institute's Immigrant Policy Program's overall goal is to research, design, and promote policies that integrate newcomers into the United States.

*A teacher was teaching
a spelling lesson to
mostly Cambodian
youngsters, and was
using a hangman game.
One youngster said to
her, "You know, that is
how my parents died."⁵*

² Hodgkinson, Harold L. and Anita Massey Obarakpor. *Immigration To America: The Asian Experience*. Washington, DC: The Institute for Educational Leadership, Inc., Center for Demographic Policy, 1994.

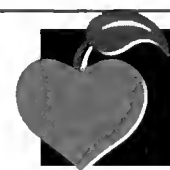
³ Valdivieso, Rafael and Siobhan Nicolau, "Look Me in the Eye: A Hispanic Cultural Perspective on School Reform," *Schools and Students at Risk: Context and Framework for Positive Change*. Robert J. Rossi, Ed. New York: Columbia University Teachers College, 1994.

⁴ Hodgkinson, Harold L. and Janice Hamilton Outtz. *Hispanic Americans: A Look Back, A Look Ahead*. Washington, DC: The Institute for Educational Leadership, Inc., Center for Demographic Policy, 1996.

⁵ Grossman, Herbert. *Teaching in a Diverse Society*. Boston, MA: Allyn and Bacon, 1995.

⁶ Grossman.

Annotated Bibliography



Biamby, Roger E. and Steven R. Nachman. *The Haitians of South Florida: Acculturation and Education*. Paper presented at the Second Annual Spring Haitian Conference, Miami, FL, April 1985.

The authors discuss the challenges of acculturation for the recent Haitian immigrants in Southern Florida. In contrast to earlier Haitian immigrants, most recent immigrants are poor, speak only Creole (as opposed to Creole and French), and have had little formal education. These factors coupled with the hostility, prejudice, and lack of understanding they experienced upon arrival to the U.S., have made it particularly difficult for Haitian adults to find and keep jobs and for their children to adjust to U.S. public schools. Biamby and Nachman provide suggestions for reforming adult training programs and U.S. public school programs for Haitian immigrants to better meet the needs of recent Haitian immigrants and their children.

California Tomorrow. *Affirming Children's Roots: Cultural and Linguistic Diversity in Early Child Care and Education*. San Francisco, CA, 1994.

What are the implications of cultural and ethnic diversity for early child care and education? This new report presents finding of research documenting the impact of California's demographic changes on child care centers. It explores questions about the implications of our growing diversity for early care and education through a review of the literature and profiles of sites and training programs in California. Includes recommendations for policy and practice, and an annotated bibliography.

California Tomorrow. *Bridges: Promising Programs for the Education of Immigrant Children*. San Francisco, CA, 1989.

A resource for educators and advocates concerned with the education of immigrant youth and their transition to U.S. schools and culture. Describes 75 working programs at the school, district and the community levels, with contact names and addresses: newcomer schools, intake and assessment centers, counseling and transition support, intercultural relations, immigrant parent outreach, curricula, supplementary academic supports, teacher training and technological innovations. Bibliography on literature, films and curricula.

California Tomorrow. *Crossing the Schoolhouse Border: Immigrant Students in California Public Schools*. San Francisco, CA, 1988.

A ground breaking report based on interviews with more than 400 immigrant students and hundreds of

educators, community workers, and parents about the needs and experiences of newcomers in California's classrooms. Information about the backgrounds of the students, their academic and social needs and adjustments, the political climate and funding.

Center for the Future of Children. "Immigrant Children and Their Families: Issues for Research and Policy." *The Future of Children: Critical Issues for Children and Youths* Vol. 5 No. 2, Summer/Fall 1995.

Discussions about immigration, focused on such policy issues as labor force participation and use of welfare programs, frequently fail to include considerations of children's well-being.

Hence, immigrant children have been rendered largely invisible in policy spheres. Yet first- and second-generation immigrant children are the fastest-growing segment of the U.S. population under age 15. In this context, the Board on Children and Families of the National Research Council and the Institute of Medicine convened a workshop on immigrant children and families to review what is known about this population and to identify issues that warrant further examination. This article is based on the discussions at the workshop.

Several themes emerged from the workshop, including the value of looking at immigrant children in the context of their families; and the need for policymakers to address such policy issues as education and health care. The article concludes by identifying a number of areas in which research is warranted as immigrant children and families grow to become a core part of American communities, schools, and society.

Civan, Michele Burtoff. *The Haitians: Their History and Culture*. Washington, DC: Center for Applied Linguistics/The Refugee Service Center, 1994.

This booklet is a basic introduction to the people, history, and culture of Haiti. It is designed primarily for service providers and others assisting refugees in their new communities in the United States.

Cooper, Kelt L. "Developing Effective School Relationships with Parents on the Border." *Clearing House* Vol. 6 No. 4 March-April 1994: 197-199.

Discusses eight key elements that should be included in programs (in school districts along the United States-Mexico border) designed to boost immigrant parents' participation and involvement in their children's education.

Desantis, L. and J.T. Thomas. "Childhood Independence: Views of Cuban and Haitian Immigrant Mothers." *Journal of Pediatric Nursing*, Vol. 9 No. 4, August 1994: 258-67.

This article discusses the importance in recognizing the influence of culture on child development. Without this recognition inappropriate expectations and mislabeling of children as developmentally slow may occur. The effect of cultural influences on parental expectations of children was evident in a study of child-rearing beliefs of 30 Cuban and 30 Haitian immigrant mothers in South Florida.

Douglas, K.C. and D. Fujimoto. "Asian Pacific Elders: Implications for Health Care Providers." *Clinics in Geriatric Medicine*, Vol.11, No. 1, February 1995: 69-82.

Asian Pacific Islanders are a diverse group that include recent immigrants as well as long-term residents. They may be isolated or unsettled in their relationships with their own families and unfamiliar with Western medical care and thought. Medical care should take into consideration unique features of their traditional health benefits, traditional medications, prevalence of medical problems, diet, health risks, and health promotion. Although they can not be homogenized into one bundle, certain commonalities do apply and are addressed.

Giles, Hollyce. "Counseling Haitian Students and their Families: Issues and Interventions." *Journal of Counseling and Development*, Vol. 68 No. 3, 1990: 317-320.

Counselors working with Haitian students need to be familiar with Haitian values and cultural behaviors to provide appropriate guidance and intervention programs. By examining the case of a young Haitian immigrant in New York public schools and by exploring the history and circumstances of Haitian immigration, the author discusses in detail some of the social, cultural, and psychological issues confronting Haitian students and parents in U.S. public schools. Recommendations for intervention are provided at both the individual and institutional level.

Grossman, Herbert. *Teaching In A Diverse Society*. Boston, MA: Allyn and Bacon, 1995.

This book states that its goal is to help educators recognize and reduce ethnic, socioeconomic, gender, contextual, and communicative disparities and inequities in school. It is designed to help educators understand the influence of diversity factors on students' educational careers, to make them more knowledgeable

about how schools fail large numbers of students, and to assist them to take diversity into account when they assess, instruct, and manage their students.

Hodgkinson, Harold L. and Janice Hamilton Outtz. *Hispanic Americans: A Look Back, A Look Ahead*. Washington, DC: The Institute for Educational Leadership, Inc., Center for Demographic Policy, 1996.

This publication discusses Hispanic Americans diversity which is often overlooked. The report investigates the good and bad news expressed through the complexity of the wide variety of nationalities that comprise the Hispanic American population. It also examines the compelling issues surrounding the definition of "Hispanics" and includes detailed information of the largest Hispanic subgroups: Mexican, Puerto Rican, Cuban, Central and South American, and "Other" Hispanics. The report discusses major issues facing the Hispanic community such as family changes, education, income disparity and poverty, and migrant groups.

Hodgkinson, Harold L. and Anita Massey Obarakpor. *Immigration To America: The Asian Experience*. Washington, DC: The Institute for Educational Leadership, Inc., Center for Demographic Policy, 1994.

The purpose of this report is to examine the issue of immigration as applied to Asian Americans. The first section of the report provides a brief and general background on immigration in the US, how it works, and its importance to our nation's success. The second section describes the Asian population and the impact that the American system has on Asian immigrants.

Hollman, Clemens L., Mary-Rose Etienne and Sandra Fradd. *Haitian Value Orientations: Cultural Monograph Number 2*. Gainesville, FL: University of Florida, 1982.

This research study, developed for guidance counselors and school psychologists, discusses how culture influence Haitian orientations towards self, family, society, human nature, nature, and the supernatural. School support staff can help Haitian students by understanding how they learn and interact within these different areas. The report provides a detailed analysis of how Haitian culture shapes Haitian people's understanding of themselves, their interactions within society, and their relationships to the environment.

Intercultural Development Research Association (IDRA). "Educating Recent Immigrants." *IDRA Newsletter*, Vol. 21 No. 1, January 1994.

This newsletter contains six articles all related to the theme of education for recent documented and undocumented immigrants. This Newsletter also lists resources and publications on immigrant education.

Kune-Kerrer, B.M. "Multiculturalism: Implications for the Pediatrician." *Pediatric Clinics of North America*, Vol. 42, No. 1, February 1995: 21-30.

Pediatricians must become aware of America's growing ethnic, racial and immigrant populations. A pediatrician who is not a member of an ethnic group can certainly become a minority's doctor. It is the position of this article that the pediatrician must understand the importance of cultural issues and allow the family to become his or her guide. The suggested interview is provided as an outline for readers to both use with immigrants and to discover personal areas of cultural awareness and either knowledge or sensitivity gaps.

Leclerc, F.B. "Health Care Utilization." *Journal of Health and Social Behavior*, Vol. 35, No. 4, December 1994: 370-384.

Leclerc uses the 1990 National Health Interview Survey supplement on Family Resources to examine the health care utilization patterns immigrant and native-born adults in the United States. The study found that duration of residence has a strong effect. The results of the study suggest that, socioeconomic characteristics, access to health care insurance and differences in morbidity, recent immigrants are much less likely than both the native-born and those immigrants of longer duration, to receive timely health care.

Lum, O. M. "Health Status of Asians and Pacific Islanders." *Clinics in Geriatric Medicine*, Vol. 11 No. 1, February 1995: 53-67.

The elder Asian or Pacific-Island American presents a dynamic, interactive paradigm of forces beyond medical practice that includes religious, societal, and historical factors of delivering health care. The cultural characteristics of family and function, perception of time and healing, and the anthropological factors on health beliefs on health behaviors can add to understanding patients. Significant clinical research implies the ability of American medicine to target at-risk Asians and Pacific Islanders for specific prevention and early diagnoses. The base knowledge of differential physiological changes for aging and disease due to

genetic predisposition and the correlates of social, cultural, and behavioral factors of diseases can then be improved.

Miller, Lamar P. and Lisa A. Tanners. "Diversity and the New Immigrant." *Teachers College Record*, Vol. 96, No. 4, Summer 1995: 671-80.

Schools are inadequately prepared to serve the needs of increasing numbers of culturally diverse students. Problems relate to desegregation, multicultural education, higher quality education, and bilingual education, New York City is used as an example, noting the school system's role in serving New York's immigrant students.

Minicucci, Catherine, Ed. and Laurie Olsen, Ed. *Educating Students from Immigrant Families: Meeting the Challenge in Secondary Schools. Proceedings from a Conference (Santa Cruz, California, October 22-24, 1992)*. Santa Cruz, CA: National Center for Research on Cultural Diversity and Second Language Learning, 1993.

Proceedings of a conference on educating secondary school age children from immigrant families include summaries of papers, discussions, and panel presentations on such topics as: adolescent immigrant age and developmental issues; limited English speaking students' access to core curriculum in middle school; high school restructuring and school reform efforts; human relations in multicultural secondary schools; accountability, student assessment, and equity for all students; and the political, legal, and fiscal climate for immigrant education and policy formation. A list of conference participants and an annotated bibliography are appended.

Montecel, Maria Robleda et al. *Hispanic Families as Valued Partners: an Educator's Guide*. San Antonio, TX: Intercultural Development Research Association, 1993.

Written primarily for school administrators, this book outlines a process for increasing Hispanic family involvement in schools. The book also includes interviews with Hispanic parents who talk about families and education.

Morrow, Robert D. "Southeast Asian Parent Involvement: Can it be a Reality." *Journal of Counseling and Development*, Vol. 23 No. 4, 1989: 289-296.

Cultural values and backgrounds of Southeast Asian families are factors which often inhibit parental involvement. The author relates how values of priva-

cy, family loyalty, and traditional deference to school authority inhibit the potential collaboration of Southeast Asian parents with schools. Other factors which affect Southeast Asian parents are described, including parent literacy levels, prearrival education, and traditional beliefs about parent involvement.

Morse, Ann, Ed. *America's Newcomers: An Immigrant Policy Handbook*. Washington, DC: National Conference of State Legislatures, 1994.

This publication is a collection of five issue papers produced by the Immigrant Policy Project of the State and Local Coalition on Immigration, a collaboration of five national organizations representing state and local government. The publication covers such topics as immigration and immigrant policy, health care issues for new Americans, and community relations and ethnic diversity.

National Association for the Education of Young Children. *Responding to Linguistic and Cultural Diversity — Recommendations for Effective Early Childhood Education*. Washington, DC, 1996.

This position statement of the National Association for the Education of Young Children (NAEYC) outlines the issue of linguistic and cultural diversity within early childhood development. It also describes NAEYC's position and makes recommendations for a responsive learning environment.

National Coalition of Advocates for Students. *Delivering on the Promise: Positive Practices for Immigrant Students*. Boston, MA, 1994.

This report highlights selected schools and their collaborative efforts in pulling educators, families and communities together to support a particular school's success and the well-being of its immigrant students. The report documents promising practices, but also places these efforts in broader contexts, both practical and theoretical.

National Coalition of Advocates for Students. *Looking for America Volume I: Promising School-based Practices in Intergroup Relations*. Boston, MA, 1994.

Intended to help educators, advocates, and parents. *Looking for America*, illustrates how encounters between newcomers and residents can be both difficult and exciting.

National Coalition of Advocates for Students. *Achieving the Dream: How Communities and Schools Can Improve Education for Immigrant Students*. Boston, MA, 1992.

This advocacy manual offers practical guidance to help communities, organizations, and concerned educators work with schools to support the academic and social success of young immigrants.

National Coalition of Advocates for Students. *New Voices: Immigrant Students in U.S Public Schools*. Boston, MA, 1988.

The final report of NCAS's two-year Immigrant Student Project, *New Voices*, is the first national examination of how young immigrants are faring in U.S. public schools.

National Coalition of Hispanic Health and Human Services Organizations (COSSMHO). *Delivering Preventative Healthcare to Hispanics: A Manual for Providers*. Washington, DC, 1990. Second Edition, 1996.

This landmark document is designed to assist health and human services providers in responding to Hispanic clients more effectively. A major focus is on culturally competent delivery of services, with additional information on the health status and demographics of the Hispanic population.

National Coalition of Hispanic Health and Human Services Organizations (COSSMHO). "Meeting the Health Promotion Needs of Hispanic Communities." *American Journal of Health Promotion*, Vol. 9 No. 4, March/April 1995.

A review of the demographic and health status data for Hispanic communities and the role of culture in health care.

Nicolua, Siobhan and Carmen Lydia Ramos. *Together is Better: Building Strong Partnerships Between Schools and Hispanic Parents*. New York, NY: Hispanic Policy Development Project, Inc., 1990.

This book attempts to bridge the gap between schools and Latino parents—to help all parties understand each other's cultures, goals, hopes, and needs. It explores successful strategies used by 42 schools nationwide to recruit and retain Latino parents in effective school-parent partnerships. Topics addressed include the elements of successful programs, recruitment and retention strategies, and the challenges of reaching Latino fathers, teenage parents, and troubled families.

Olneck, Michael R. "Immigrants and Education." Chapter 18 in the *Handbook of Research on Multicultural Education*, New York, NY: Simon & Schuster, 1995.

The ways in which educators and schools in the United States have responded to the children of immigrants are explored, and the patterns, causes, and consequences of educational outcomes on immigrants are reviewed. The literature on which this paper draws is diverse, encompassing the work of historians and social scientists. Schools have been the places where immigrant children joined American society, but not necessarily on the terms educators preferred or with the ease that has been imagined. The historical research reviewed in this paper suggests that much contemporary opposition to multicultural education is based on mistaken representations of the past. Valid representation of the past can support the claim that culturally responsive schools, rather than noncultural schools in which polyglot populations were to be homogenized, are the most integrative.

Ong, A. "Making the Biopolitical Subject: Cambodian Immigrants, Refugee Medicine and Cultural Citizenship in California." *Social Sciences and Medicine*, Vol. 40 No. 9, May 1995: 1243-57.

We seldom learn about how patients themselves draw the medical gaze, nor how their resistances to biomedical intervention both invites and deflects control. The author tries to show this by means of clinicians' and Khmer refugees' interpretations of their encounters.

Pang, Valerie Ooka. *Asian Pacific American Studies: A Diverse and Complex Population*. CA, 1995.

Although to many educators Asian Pacific American students seem to look and be alike and are perceived as model minority students, they actually represent many diverse cultural groups and complex communities, both recently arrived and of long standing in the United States. Difficulties that may arise between the new immigrant and U.S.-born populations having roots over 200 years in the United States mirror those that can surface among ethnic groups of vastly differing Asian backgrounds. Their self-concept and psychological needs vary greatly, and their academic achievement is not as uniformly excellent as it is supposed.

Pell, Elena and Providence Rodriquez-Floresca. *The APEX Facilitator Manual*. Eds: Julia Howell-Barros and Christa Stephens. Washington, DC: ASPIRA Association, Inc, 1995.

and

Pell, Elena and Providence Rodriquez-Floresca. *The APEX Workshop Series Manual*. Eds: Julia Howell-Barros and Christa Stephens. Washington, DC: ASPIRA Association, Inc, 1995.

As part of its ASPIRA Parents for Education Excellence (APEX) initiative, ASPIRA produced this manual and a companion book which serve as training publications for Puerto Rican and other Latino parents. The APEX program trains parents to devise ways to improve education in their communities, and helps them mobilize other parents to join in their efforts. The manual covers topics such as self-esteem, school structure, what is parent involvement, and organizing parent networks. The publications provide facilitators with activities and discussion points for addressing barriers to parent involvement that Latino parents may face.

Racine, Marie, M.B. *Adaptation of Haitian Students to American Schools*. Washington, DC: University of the District of Columbia, 1981.

The roles of teachers, students, and parents in the Haitian educational system is quite different from those in the United States. Thus, Haitian immigrants often bring different experiences to U.S. schools. By understanding educational and socio-cultural practices in Haiti, U.S. teachers can make appropriate student placements to meet the Haitian students' educational needs. This report provides a comprehensive analysis of Haitian and United States educational systems and recommendations for American teachers working with Haitian students and parents.

Rorro, Gilda L. *A Handbook for Teachers of Haitian Students in New Jersey*. New Jersey: New Jersey State Department of Education, 1984.

The author believes that knowledge of the Haitian educational system and culture is essential for planning effective programs for Haitian students in the United States educational environments and offers recommendations for effectively integrating Haitian cultural resources in all areas of U.S. public school curriculum. It provides many and diverse resources for administrators and teachers including information on school orientation procedures, parent as tutor guides, lesson plans, and bibliographies within subject areas.

Stewart, David. *Immigration and Education: The Crisis and the Opportunities*. New York, NY: Lexington Books, An imprint of MacMillan, Inc., 1993.

This book discuss such topics as: the history of immigration in the United States; the dynamics of immigration; immigrant education and the courts; refugees' special needs and issues in education; educating illegal and newly legal immigrants; pressures on schools; programs that respond creatively to immigrant children's educational needs; adult education for immigrants; bilingual education; and financing immigrant education. A central theme of the volume is the immigrants commitment to the values of democracy and the importance to the nation's democratic future that immigrant's educational needs be met.

Villarreal, Abelardo. "A Blueprint for an Educational Response to the needs of Immigrant Students." *Intercultural Development Research Association Newsletter*, Vol. 21 No. 1, 15 January, 1994: 3-5.

When school systems are unprepared for this influx, teachers and administrators feel overwhelmed and become defeatist. In order to provide the best instruction for all students, school personnel must have adequate knowledge and resources and must be able to rid themselves of negative stereotypes and expectations. Successful immigrant student programs emphasize student orientation to school and society, bilingual instruction, specialized instructional techniques, low student/teacher ratio, a wide range of support services, comprehensive staff development, multicultural education, and supportive environments.

Waldman, H.B. "Immigrant Children and Pediatric Dental Practice." *American Society of Dentistry for Children: Journal of Dentistry for Children*, Vol. 62 No. 4, July-August 1994: 288-294.

One of every five of the almost one million annual immigrants to the United States is less than 15 years of age. Many of today's immigrants are from areas of the world with language, customs and cultures that are far different from those persons who immigrated in past decades or were reared in this country. Providing dental care to these new youngsters with particularly diverse backgrounds is another challenge that faces pediatric dentists.

Wingfield, Marvin and Bushra Karamen. "Arab Stereotypes and American Educators." *Social Studies and the Young Learner*, Vol. 7 No. 4, March-April 1995: 7-10.

Maintains that negative stereotypes of Arabs permeate U.S. popular culture. Discusses Arab stereotypes among educators and the effects of stereotyping on Arab American students. Describes efforts used in the Dearborn, MI, schools to eliminate stereotypes and integrate into the curriculum the study of arab culture.

Yoon, K.K. and G. Nassenbaum. "Assessment of Linguistic Needs of Korean American Students in Northern New Jersey: Implications for Future Directions." *National Association for Bilingual Education Journal*, Vol. 12 No.1, p. 51-61, 1987: 51-61.

After conducting a survey of parents of Korean students enrolled in a Northern New Jersey system, the authors found that the parents were frustrated in their efforts to participate in their children's education by their limited English proficiency, differences in cultural values which precluded active involvement in their children's schooling, and by a limited understanding of the structure and philosophy of the U.S education system. To address the difficulties experienced by Asian families, the authors recommend the creation of an Asian Resource Center, the development of parent education classes, and training and support to teachers of Asian Students.

Yun Lee, Fong. "Asian Parents as Partners." *Young Children*, Vol. 50 No. 3, 1995: 4-9.

The article provides several useful suggestions for teachers to involve Asian parents in their children's education. The recommendations are based on interviews with forty Asian families, including Japanese, Chinese, Hmong, Korean and Vietnamese people. Although the author recognizes the dangers of generalizations, Fong Yun Lee concludes that most Asian parents value education, are concerned with their child's educational performance and are willing to participate in schools.

A Charge to Education and Health Professionals



N H E C M e m b e r s

The National Health & Education Consortium brings together 58 of the nation's most influential health and education professional member associations, representing some 12 million constituents, to design strategies to better coordinate health and education services and programs.

N*ew Americans, New Needs* has only explored a small percentage of the resources available to help educators and health providers assist the newest Americans.

Increasingly, organizations across the country are developing materials for immigrants and refugees that explain U.S. systems; likewise these organizations are developing materials for U.S. professionals to help them to better understand the myriad groups needing services. The literature is expanding on a daily basis.

The National Health & Education Consortium has made a commitment to facilitating better linkages between professionals and their changing patient and student populations. We believe that the nation cannot subscribe to the notion that "one size fits all." We must recognize the uniqueness of each culture that comes to the U.S., celebrate its diversity and recognize how that culture impacts the manner in which new Americans view and interact with U.S. systems of care. We must also help the members of that culture fully participate in those systems that will help ensure their economic and social success here in their new nation. NHEC urges all readers to join with us in making cultural competency a priority in preparing for the next century.

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_____ **New Americans, New Needs: A Resource Guide on How Educators and Health Care Providers Can Help Immigrants and Refugees Better Utilize the U.S. Health Care and Education Systems** (Resource Guide) — This resource guide provides the education and health communities with a basic understanding of the changing demographics of the U.S. and lists organizations and publications available to assist professionals seeking information on how to better understand and serve the needs of “new immigrant” children and families. (1996, \$7.50)

_____ **The Invisible Disability: Understanding Learning Disabilities in the Context of Health and Education** (Occasional Paper # 11) — Dr. Pasquale Accardo of Cardinal Glennon Children’s Hospital of St. Louis examines the roles that the medical/health and education communities can and must play to enable children with learning disabilities to achieve to their maximum learning potential. (1996, \$7.50)

_____ **The Big Red How-To Guide: Planning a Health Fair for Children and Families** (Training Material) — provides step-by-step guidance on planning and implementing a local health fair in a reusable workbook that can be expanded to include local materials. (1995, \$15)

_____ **Where The Kids Are: How to Work with Schools to Create Elementary School-Based Health Centers, A Primer for Health Professionals** (Special Report) — targeted to health providers who want to work with educators, the report provides an introduction to school staffing, funding and policy. Includes information on the rationale for elementary health centers and contact names for successful programs. (1995, \$15)

_____ **Hidden Casualties: The Relationship Between Violence and Learning** (Special Report) — Deborah Prothrow-Stith and Sher Quaday of the Harvard School of Public Health take a developmental approach to explore the impact of violence on a child’s receptivity to education and ability to learn. (1995, \$10)

_____ **Starting Young: School-Based Health Centers at the Elementary Level** (Special Report) — provides historical and current info. on school-based health care with additional info. on staffing patterns, funding, and the value of preventive health care to elementary age children; produced in collaboration with the National Association of Elementary School Principals. (1995, \$10)

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_____ **Fetal Alcohol Syndrome: The Impact on Children’s Ability to Learn** (Occasional Paper #10) — examines the root causes and consequences of Fetal Alcohol Syndrome and its impact on a child’s ability to learn; describes some innovative programs and suggests recommendations for action; produced in collaboration with the Children of Alcoholics Foundation. (1994, \$5)

_____ **Texas’ Youth, Texas’ Future.** This study, produced for NHEC by IEL’s Center for Demographic Policy, identifies the demographic trends of Texas’ children at health and educational risk and provides data to facilitate collaborative planning strategies for the education and health systems to work more closely together on prevention and intervention programs. (1993, \$12)

_____ **Florida’s Youth, Florida’s Future.** This study, produced for NHEC by IEL’s Center for Demographic Policy, identifies the demographic trends of Florida’s children at health and educational risk and provides data to facilitate collaborative planning strategies for the education and health systems to work more closely together on prevention and intervention programs. (1993, \$12)

_____ **School Nursing: Trends for the Future** (Occasional Paper #9). Carole Passarelli of the Yale School of Nursing highlights the increased need for school health nurses — providing recommendations for the best use of these essential professionals, illustrating various settings in which school nurses play an integral role, and describing progressive school nurse programs that are currently at work. (1993, \$5)

_____ **Eat to Learn, Learn to Eat: The Link Between Nutrition and Learning in Children.** This special report provides an overview of the link between nutrition and learning in children. It also describes the successes and limitations of public and private child nutrition programs. The report suggests action steps that can be taken to improve the nutritional status in children so they can be healthy and ready to learn. (1993, \$10)

_____ **Children’s Mental Health and Their Ability to Learn** (Occasional Paper #8). Written by the National Mental Health Association, examines the current status of children’s mental health and its impact on children’s ability to learn. The authors explore the services presently available to address children’s mental health needs and suggest policy and action steps to improve the provision, availability, and accessibility of these services. (1993, \$5)



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